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ABSTRACT

This report represents an effort by the Council to review the data and give recommendations for vocational education programs in Florida. Detailed are the findings, conclusions, and recommendations for the 1972 year. Objectives by which programs were evaluated included: (1) the State's goals and priorities as set forth in the State Plan, (2) the effectiveness with which people and their needs for vocational education are served, and (3) the extent to which previous Council recommendations have been implemented. Data were obtained from a variety of sources. Recommendations are based on evaluation studies done under contract by the Department of Educational Administration, Florida State University, and on public hearings, and feedback from selected counties and consultants. Summaries of the Florida State University evaluation studies, are appended. The report stresses that the findings, recommendations, and points of view stated in these summaries represent the professional judgement of the researchers and therefore not necessarily the positions of the Council. (Author/SN)

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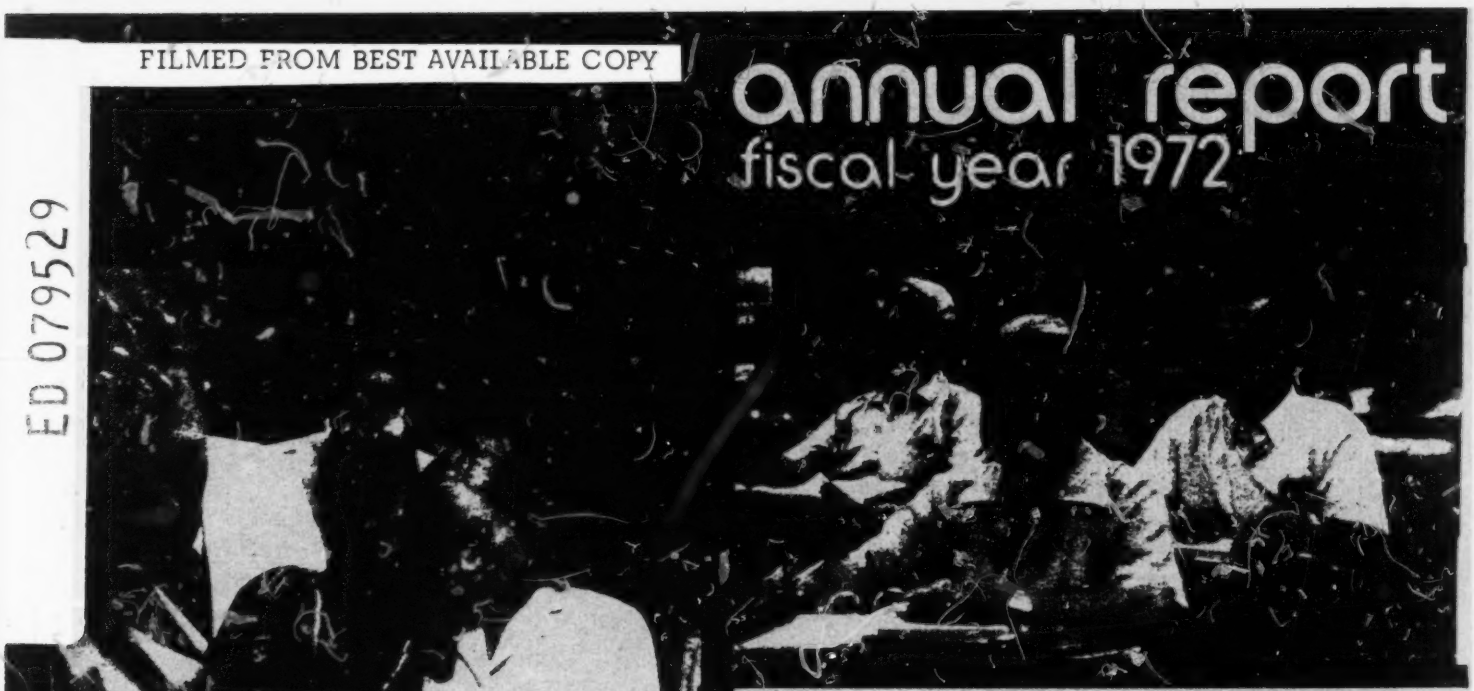

Florida State Advisory Council
on vocational and technical education

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ANNUAL EVALUATION REPORT

Fiscal Year 1972

FLORIDA STATE ADVISORY COUNCIL

On

VOCATIONAL AND TECHNICAL EDUCATION

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ON
VOCATIONAL AND TECHNICAL EDUCATION
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BRUCE HOWELL
EXECUTIVE DIRECTOR

November 1972

The Honorable Reubin O'D. Askew
Governor of Florida and
Members of the State Board for
Vocational Education
The Capitol
Tallahassee, Florida 32304

Gentlemen:

The Florida State Advisory Council on Vocational and Technical Education submits to you its Third Annual Evaluation Report for your conisderation and transmittal to the U. S. Commissioner of Education and the National Advisory Council on Vocational Education.

Public Law 90-576, also known as the Vocational Education Amendments of 1968, requires that councils "prepare and submit through the State Board to the Commissioner and to the National Advisory Council an annual evaluation report, accompanied by such additional comments of the State Board as the State Board deems appropriate, ..."

The Council hopes that this report will be given serious consideration by you in planning and making quality vocational and technical education available to all Floridians. The Council would appreciate receiving from appropriate State Board staff a response to this report which indicates any action taken or proposed pertaining to the recommendations and suggestions for increasing the effectiveness of Council activities and reports.

Sincerely,

John H. Hinman

John H. Hinman
Chairman

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PREFACE

This Third Annual Evaluation Report of the Florida State Advisory Council on Vocational and Technical Education is based upon evaluation activities of the Council during fiscal year 1972. The report has been developed by the Council through its evaluation committee and the recommendations reflect the Council's thinking as related to specific components of the Florida program of vocational and technical education. Some specific sources of information utilized are summarized in the appendix, along with a brief description of two model programs.

The Florida State Advisory Council on Vocational and Technical Education was established by the State Board for Vocational Education for purposes of Section 104(b) of the Vocational Act of 1963, as amended by the Vocational Education Amendments of 1968 (Public Law 90-576).

The Council is a citizens' advisory group appointed by the State Board with representation from management, labor, education, and the general public.

The major responsibilities of the Council are:

1. To advise the State Board on the development of the Florida State Plan for the Administration of Vocational Education and on policy matters relating to State Plan administration

2. To evaluate vocational education programs, services and activities and publish and distribute the results thereof.

3. To prepare and submit an annual evaluation report to the State Board, the U. S. Commissioner of Education, and the National Advisory Council on Vocational Education, and

4. To conduct at least one meeting each year to give the public an opportunity to express views concerning vocational education.

The Council sincerely appreciates the assistance that many persons gave the Council, its staff, and the Florida State University research group that conducted evaluation research studies in selected community-junior colleges, area vocational-technical centers and high schools.

For their help during Fy 1972, a special debt of gratitude is due Dr. Carl W. Proehl, former Director, Division of Vocational, Technical and Adult Education; Dr. Lee G. Henderson, Director, Division of Community Colleges; Mr. Shelly S. Boone, former Director, Division of Elementary and Secondary Education; and the staff serving in these divisions. The recently appointed Directors of the Vocational and K-12 Division, Mr. Joe D. Mills and Mr. Woodrow J. Darden, have been helpful and cooperative and the Council appreciates very much their assistance.

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INTRODUCTION

This Annual Report of evaluation is directed to the Florida State Board for Vocational Education, The Florida Department of Education and its respective Divisions, the Florida Legislature, educational institutions, the general public, the United States Commissioner of Education, and the National Advisory Council on Vocational Education. Although some of the recommendations concern operation of programs by the State's educational institutions, the Council anticipates that leadership will be provided by State Board staff to coordinate and implement the recommendations deemed to be appropriate and timely by the Board.

The Council has found that the total program of vocational and technical education has grown at a rapid rate in terms of the quality of programs and the number of persons served. This growth and improvement in quality of occupational programs is due in large measure to the support of the Florida Legislature, the people of Florida, and the professional leadership at the State and institutional levels. The Council extends a special commendation to Dr. Carl W. Proehl, former Director, Division of Vocational, Technical and Adult Education, for his dedication and vigorous leadership in developing and administering the State's occupational education program.

It should be pointed out, however, that there are still many unmet needs for vocational education. By conservative estimate, at least 30 percent more high school students need to develop occupational skills, adults need to learn new skills and update old skills, additional disadvantaged and minority group persons need training, and funds are needed to provide essential facilities, especially for secondary schools.

The U. S. Office of Education, Division of Vocational and Technical Education, the National Advisory Council on Vocational Education and an ad hoc committee representing state advisory councils developed and recommended the use of the three broad goals for state advisory council evaluations that are used in this report. The Florida Council selected and evaluated specific areas under each of the three evaluation goals.

The recommendations in this report are based on information from a variety of sources. Many recommendations are based on evaluation studies done under contract for the Council by the Department of Educational Administration, Florida State University. Other sources of information were public hearings conducted by the Council, information received directly from selected counties, selected consultants, and data compiled by the Division of Vocational, Technical and Adult Education. Additional information pertaining to the recommendations may be found in the Appendices.

It should be pointed out that the Council carefully reviewed the evaluation studies conducted for it under the direction of Dr. Richard H. P. Kraft, Florida State University, and utilized selected findings freely in the preparation of Goal I and Goal II sections of this report. However, those findings, recommendations, and points of view found in each study and not included under Evaluation Goal I or II represent the professional judgement of the researchers and are not the judgement of the Council. On page 20 under Goal III, the Council has resubmitted for continued emphasis and additional consideration, four recommendations made in its Fy 1971 annual report.

EVALUATION GOALS

GOAL I: EVALUATION SHOULD FOCUS ON THE STATE'S GOALS AND PRIORITIES AS SET FORTH IN THE FY 1972 STATE PLAN

Item Observed:

A. The State Plan for Vocational Education was evaluated to assess its utility as a planning document for vocational educators at the institutional, district, and state level and to determine if the plan complied with requirements of the Vocational Education Amendments of 1968 and regulations promulgated thereunder (Appendix A-1).

Findings/Conclusions:

The Fy 1972 State Plan acknowledged and complied with most of the criteria established by the Federal Regulations; and discussed at length the disadvantaged, handicapped, unemployed, vocational needs and new and emerging occupations. However, it was difficult to determine from the Plan how competing needs were to be weighted and priorities established; how evaluations would be performed, supporting data gathered, and who would be responsible; and lastly, how essential management and program information would be integrated into a statewide program of vocational-technical education. The Fy 1972 Plan was primarily a compliance document and limited investigation showed that administrators of vocational education programs knew it existed, seldom referred to it, and almost never used it in planning.

The recently revised U.S. Office of Education "Guidelines and Suggestions for Preparing State Plans" now emphasizes the importance of State Plans becoming planning documents - not just compliance documents - and states have a great deal of flexibility and latitude in preparing their individual plans. The Council heartily endorses this concept and commends the Florida Vocational Division staff for a commendable effort to make the Fy 1973 Plan a planning document which portrays goals, objectives, activities, and funding necessary to achieve annual objectives. However, the Council feels that several sections of the Plan need additional study and submits the recommendations listed below:

Recommendations:

1. That in Part II of the Plan labor supply and demand data be compiled using additional sources in order to provide valid data on job opportunities and manpower needs for planning purposes. Specific recommendations for preparing labor supply and demand table(s) include:

   a. Other sector output should specifically consider private school output.

   b. Occupational and geographical mobility coefficients should be utilized.

   c. High and low supply and demand occupations should be identified according to geographic areas of the state.

2. That all goals and objectives be clearly stated and that objectives be stated in quantitative and measurable form.

3. That for each goal and objective priority ranking be assigned on an annual and long-range basis according to program, level, target group, and geographical location.

4. That data used for planning purposes be consistent within the State Plan for a given year and for successive years.

5. That efforts be continued to distribute copies of "Part II—Annual and Long-Range Plan" as near the beginning of each Fiscal year as possible.

6. That district directors and community college deans of vocational and technical education be consulted in the early stages of State Plan revisions.

7. That a glossary of commonly used vocational and technical terms be included as an appendix. Definitions should be consistent with those in the publication below or some other recognized authority.
("Standard Terminology for Curriculum and Instruction in Local and State School Systems - Handbook VI." Superintendent of Documents—Catalog #HE5.233:23052 1970.)

GOAL II: EVALUATION SHOULD FOCUS UPON THE EFFECTIVENESS WITH WHICH PEOPLE AND THEIR NEEDS ARE SERVED

Item Observed:

A. Selected vocational programs were studied to determine if there was a positive relationship between public and private costs and benefits for selected vocational programs conducted in Florida area vocational schools (Appendix A-2).

Findings/Conclusions:

A statewide evaluation compared and analyzed the benefits, costs, and cost-benefit ratios of students who attended selected vocational education programs in four geographical areas of Florida by incorporating existing program cost data with data collected by a student follow-up questionnaire. Programs studied were: auto mechanics, air conditioning, and refrigeration, practical nursing, and cosmetology. Participants were classified as graduates or early leavers, and day high school (secondary) students or non-day high school. Cost-benefit profiles for each vocational education program and for secondary and non-secondary students in all programs studied were constructed, analyzed, and comparisons made between vocational programs and between secondary and non-secondary students.

The rates of return from investment in each program studied were positive and significant. The average public rate of return on tax dollars was 76 percent per year and the private or student rate of return on investment in time and money was 54 percent. On the average, society's investment of $1716 per student will be recaptured in 1.3 years, and a student will recoup his $2411 investment in 1.9 years. However, there was considerable variation in cost-benefit ratios between programs and secondary and non-secondary students. On both student and public investments, non-secondary students had a higher rate of return than secondary students.

Recommendations:

1. That cost-benefit analysis of additional vocational-technical programs be conducted on a sample of programs in secondary schools, area vocational-technical schools and community colleges. The methodology utilized by the study referred to above could be used or modified for conducting cost-benefit analysis.

2. That the part of the "Benefit Cost Comparison of Vocational Education Programs"[1] study that is related to student cost-benefit ratios be summarized and provided guidance counselors and local vocational educators. Summaries of studies of this nature could be a valuable source of information for students to utilize in planning their career objectives.

Item Observed:

B. The role of vocational-technical education in providing services for the handicapped (Appendix A-3).

Findings/Conclusions:

This year's evaluation of vocational education for the handicapped examined the provisions of the 1968 Vocational Education Amendments and the policies in the State Plan for Vocational Education; the types of handicapped served; kinds of

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[1]Marshall A. Harris, **Benefit-Cost Comparison of Vocational Education Programs.** Vol. 2 of **Statewide Evaluation of Vocational-Technical Education in Florida.** Project Director, Richard H.P. Kraft. Tallahassee, Florida State University.

services and programs provided; types of training provided; extramural agencies that aid vocational-technical education in providing occupational training; and the extent to which there is coordination among various agencies that serve handicapped persons.

A State Council for the Education and Rehabilitation of Handicapped with appropriated representation has been organized and is working to coordinate activities of agencies that provide services to the handicapped. In addition to State level coordination, this Council through its various members is attempting to effectuate coordination and cooperation at the county level through County Councils for the handicapped. Consequently, well planned, comprehensive programs are available in many counties. However, over one-half of the counties do not have county coordinating councils, and a recent survey showed that only 28 of the 67 counties utilized vocational instructional units for teaching the handicapped and 30 counties did not request Fy 1972-73 Federal Vocational Funds for the handicapped which are administered by the Florida Department of Education.

Generally, personnel at all levels appeared well trained and concerned with providing services for the handicapped and vocational educators seem to work well together, and to establish and maintain cooperative relationships with other agencies. The mentally retarded, deaf, and blind received extensive consideration. The emotionally disturbed and socially maladjusted are the groups receiving the least vocational training from the schools.

The general finding was that intensive effort is being made to serve the handicapped, however, present services do not adequately meet the needs of the handicapped population in Florida. Local agencies must exert additional effort to identify the handicapped, determine their needs and request the services and resources to meet the identified needs. Consulting services of vocational educators are available from the State and Area offices for for planning and development of services for the handicapped, and should be utilized to the fullest extent possible by local agencies. Based on the activities summarized above and other information, the Council submits the following recommendations:

Recommendations:

1. That a study be made to determine the vocational-technical education needs of handicapped persons in counties that do not have programs and/or County Coordinating Councils, and that appropriate State and area consultants provide appropriate leadership to assist counties in determining needs, identifying resources, and planning comprehensive programs of vocational-technical education for the handicapped.

2. That job opportunity surveys be conducted on a local level and updated annually. The handicapped are generally stabilized geographically and in most cases should be trained for local job opportunities.

3. That the development of work-evaluation centers and training of specialized vocational education personnel for teaching the handicapped - such as teacher aides, work evaluators, occupational specialists - be continued.

4. That district vocational education plans include specific provisions for inservice training of regular vocational education instructors who teach the handicapped; that the present state funding support be continued and increased as the need increases.

5. That as future state goals and objectives are developed and become part of the State Plan for Vocational Education that criteria for measuring program effectiveness also be developed.

6. That state level leadership be exerted through the State Coordinating Council for Education of the Handicapped, or other appropriate channel(s), to develop ways to provide vocational and technical education for a larger percentage of the handicapped who are emotionally distrubed and socially maladjusted.

7. That the commendable effort to keep open and uncomplicated communication, coordination, and cooperation between agencies serving the handicapped be continued.

8. That specific consideration be given in all program planning to effect community acceptance of the handicapped.

Item Observed:

C. The expectations and satisfactions of students and parents with vocational and technical education were investigated in selected public middle/junior high schools, traditional high schools, and area vocational-technical education centers (Appendix A-4).

Findings/Conclusions:

The major emphasis of this evaluation was to examine (1) the differences in expectations and satisfactions among students enrolled in public middle/junior high schools, traditional high schools, and vocational-technical centers, (2) and the differences in expectations and satisfactions among parents of students in each type of school. The number of schools involved in this study was a limiting factor. Due to monetary and time constraints, three of the five vocational-technical supervisory areas in the state were selected and within each area one school of each type; or a total of three junior high/middle schools, three traditional high schools, and three area vocational-technical schools.

The investigation found general agreement among parents and students concerning the tasks which schools should pursue and the importance of the task of vocational education. The prevalent notion of a "generation gap" between students and parents was not supported by the data. The greatest agreement was between each student group and its counterpart parent group. Vocational-technical center students and their parents placed greater importance upon vocational tasks than did non-vocational center students and their parents.

Generally, the traditional high school is not satisfactorily meeting the school expectations of its students and parents. However, this investigation found that students and parents support vocational programs in traditional high schools and junior high/middle schools. This is especially so for vocational guidance programs.

The vocational-technical center schools enjoyed much support from their students and counterpart parents.

The Council initiated this evaluation to determine if parents and students really "looked down" on the vocational education as has so often been reported. This investigation did not find this attitude prevalent, nor did it support the often quoted phrase attributed to parents: "that vocational education is fine for someone else's child."

Item Observed:

D. The State level administrative structure for Vocational and Technical Education (Appendix C).

Findings/Conclusions:

During Fy 1972 there was considerable public debate about restructuring governance of education in Florida and several concerned groups developed position statements dealing with governance and administration of education. Concurrent with this discussion were proposals to eliminate the Division of Vocational Education. The efforts to eliminate this Division appear to include some elements of continuing an emphasis on structure and procudure rather than an emphasis on serving the individual. Vocational Education is not a K-12, Community College, University, or Adult Program. Vocational Education is a function which reaches out to serve the individual when he requires services that will enable him to support himself adequately in a competitive society.

Recommendation:

That the instrumentality of Vocational and Technical Education be retained in the Florida Department of Education at the Divsion level.

GOAL III: EVALUATION SHOULD FOCUS ON THE EXTENT TO WHICH COUNCIL RECOMMENDATIONS HAVE RECEIVED DUE CONSIDERATION

The Council feels that its Fy 1970 and Fy 1971 Annual Evaluation Reports have been well received by the Staff of the State Board for Vocational Education. The Vocational Division Director presented to the Council during a regular meeting on March 23, 1972 a report entitled "A Summary of Activities Designed to Achieve Recommendations of the State Advisory Council on Vocational and Technical Education." The report contained a description of activities related to each recommendation or, in a few cases, listed the agency to which the recommendation had been referred. The report shows that most of the recommendations are being considered for implementation or they are in some stage of implementation. There are only a few places in which the Council feels that the response is not addressed to the recommendation.

I. As suggested in the "Goals and Recommendations for State Advisory Council Reports" provided by the U.S. Office of Education and the National Advisory Council on Vocational Education, the recommendations contained in the Fy 1971 Annual Report are listed below in condensed form along with a synopsis of the response to each recommendation.

Fy 1971 Recommendations and Responses

Goal I: Evaluation Should Focus on the Goals and Priorities Set Forth in the State Plan

A. Recommendations Pertaining to Vocational Guidance

1. Response indicated the recommendation "that work experience programs for counselors be implemented in conjunction with staff development and in-service programs" was "being forwarded to the Division of Elementary and Secondary Education."

Note: The Council is not aware of any further action being taken on this recommendation.

2. The response to the recommendation that "more reliable information regarding labor market supply and demand be used in vocational guidance" indicates three activities:

   a. That the Department of Commerce is developing data in terms of statewide needs by selective occupations,

   b. There are two pilot programs to test the adequacy of project VIEW, and

   c. The Vocational Division staff is working with other Divisions of the Department of Education in the development of an interagency project proposal for presentation to the Florida Department of Comm erce and the U.S. Department of Labor. It is stated that, "if approved, . . . this project would provide the basis for the development of predictive labor market information related to statewide manpower needs."

3. The response to the recommendation ". . . that occupational orientation courses be offered in the elementary and secondary schools . . ." indicates several activities; three are:

a. Two developmental projects—FIAS and LOOM—are available to assist school districts,

b. There is a career education exemplary project in Orange County, and Pinellas and Broward Counties have received planning grants for these purposes, and

c. Funds requested for occupational specialists units.

Note: The legislature provided funds for 320 occupational specialists.

4. The response to the recommendation that ". . . adequate funds be made available so that comprehensive vocational guidance programs can become operational. . . indicates these accomplishments:

a. Twenty-four districts used EIE funds to employ 47 occupational specialists, and

b. The 72-73 Legislative Budget includes funds for 320 occupational specialists. These positions will be in addition to the STS units already provided districts.

Note: These were funded.

B. Recommendations Relating to Cost-Benefit Analysis of Vocational Education

1. The response to the recommendation that ". . . development of program budget and cost accounting systems be continued and at the earliest possible date fully implemented on a statewide basis. . ." indicates the following:

a. The Division of Community Colleges is establishing such a system,

b. The Bureau of Finance, K-12 Division is developing a cost analysis management information system for local districts, and it will be mandated in all districts in 1974-75,

c. Program cost studies have been made in all community colleges and 20 area vocational schools, and

d. Differential funding of vocational programs on FTE students will be implemented in all area vocational schools in 1972-73.

2. The response to the recommendation ". . . that a cost effectiveness analysis of vocational-technical programs be performed at the secondary and post-secondary levels" indicates that this recommendation ". . . will be given further consideration subsequent to the development of . . .cost accounting systems."

3. The response to the recommendation that ". . . cost-benefit ratios in social and private rates of return of vocational-technical programs be coupled with subjective evaluations to serve as input data for decision making" indicates that no cost-benefit ratio studies are underway at this time, but "further consideration will be given. . .as appropriate data becomes available."

4. The response to the recommendation "that the findings of the [Cost-Benefit Analysis of Occupational Training Programs] be provided guidance counselors in Florida's educational institutions" indicates that this study has been reviewed and that copies **will be** disseminated.

C. The response to the recommendation "that placement and follow-up services be provided for students enrolled in occupational programs" indicates a follow-up instrument is being field tested, and a follow-up study of a state-wide sample of vocational graduates will be made during 1972-73.

Note: No definite accomplishment related to the placement aspect of this recommendation was given; and, the placement recommendation was that high schools and community colleges provide this service for their students.

D. The response to the recommendation that "special emphasis be directed toward establishing and implementing a comprehensive vocational-technical education program in each school and community college district in the State, applying such funds and efforts as may uniquely be necessary in each district. . ." indicates the following:

1. In addition to the exemplary projects in Orange County, and planning grants for Career Education in Pinellas and Broward County, that community colleges are to be involved in Coordinating Councils for Vocational Education,

2. A bulletin outlining a Comprehensive Vocational Program for Career Development is being completed,

3. The 1972-73 Legislative Budget includes support for exploratory courses in middle-junior high schools,

4. A Statewide Conference on Career Education is planned for May or June,

Note: This Conference has been held.

5. Vocational Division staff will continue to devote time to develop guidelines to implement Career Education.

Goal II: Evaluation Should Focus Upon the Effectiveness With Which the People and Their Needs are Served

A. The eight recommendations in this section all pertain to community-junior college vocational-technical programs for the disadvantaged.

1. The response to the recommendation that "colleges should define their role in serving the disadvantaged" indicates ". . . that the State Plan (for Community Colleges) has been designed to encourage further expansion of educational opportunities. . ." for the disadvantaged.

Note: The Council feels that the response really did not deal with the recommendation.

2. The response to the recommendation that ". . . colleges include representation from among disadvantaged groups to assist in recruiting disadvantaged persons into programs specifically developed to meet their needs. . ." indicates that ". . . minorities specifically hired for recruiting minority students are being utilized in over half of the colleges."

3. The response to the recommendation that ". . . colleges should expand the utilization of tests and techniques that replicate occupational performance requirements in placing students in appropriate programs." indicates that "'hands on' evaluation and diagnostic testing procedures have not been widely utilized in the past but are becoming more so." The General Aptitute Test Battery is used widely, but does not have the ". . . capacity . . . for testing intellectual and emotional stresses relating to different kinds of occupational tasks."

4. The response to the recommendation that ". . . colleges should offer compensatory programs on an optional basis and expand learning laboratory facilities . . ." indicates the following:

   a. Twenty-three of the twenty-seven colleges have programs of a compensatory nature,

   b. They differ greatly in approach,

   c. Some are mandatory, some voluntary, and

   d. Many colleges have learning labs, they differ from simple recordings to programs combining audio and visual media, instructional models, and many other techniques and media.

Note: The response gives a good summary of "what is happening," but did not respond directly to the recommendation that compensatory programs should be optional, however, it indicated the wise use of learning labs.

5. The response to the recommendation that ". . . colleges should develop ongoing product assessments of their programs for educationally disadvantaged students . . ." discusses at length the use of **Guide for Local College Planning of Comprehensive Services for the Disadvantaged** and implies that the use of, and detailed study and deliberation based on the checklist in the guide ". . . should produce more effective programs which are consistent within the philosophy of the college . . . ."

6. The response to the recommendation that ". . . colleges expand the orientation given general faculty and staff in the special characteristics and needs of disadvantaged students." indicates that ". . . the State Plan (for Community Colleges) utilizes planning from many sources. . .expertise of faculty. . .and counselors. . .will be used in the development of special programs."

7. The response to the recommendation that ". . . colleges should provide policies and procedures for assessing student skills, competencies and understanding prior to enrollment, as a basis of determining level of course entry" indicates that:

   a. "Student evaluation instruments developed by the American Testing Corporation and the College Entrance Examination Board for Counseling are in use or under active consideration by 20 community colleges.

   b. "A recently funded planning grant to prepare a proposed study of Pupil Personnel Services at junior colleges will provide data and information needed for planning procedures in determining the level of course entry for students."

Note: It is difficult to tell from the response whether or not an attempt is being made, or will be made to implement this recommendation, or if it has been considered.

8. The response to the recommendation that "... colleges determine why a larger number of disadvantaged individuals do not attend community-junior colleges and implement procudures to eliminate those reasons..." does not address itself to the recommendation, except perhaps, with very general statements about local college autonomy and broad planning that is necessary for total college development.

B. The four recommendations in this section pertain to vocational-technical programs for the disadvantaged in area vocational technical centers.

1. The response to the recommendation that "area centers should establish criteria for identifying disadvantaged students and familiarize local educators with the criteria" indicates the following:

   a. Guidelines and criteria as defined in the Vocational Act have been disseminated to area vocational-technical centers, and

   b. The Vocational Division is conducting workshops to revise existing guidelines and procedures and to obtain information about outstanding programs. Resulting from these workshops will be the development of a document to assist local educational agencies and community colleges with identification procedures and appropriate services.

2. The response to the recommendation that "vocational-technical centers should determine why more disadvantaged persons do not attend...and implement effective methods for recruiting disadvantaged persons needing occupational training..." indicates the following:

   a. Occupational specialists are being trained,

   b. Mobile vocational guidance units are being utilized in rural and urban areas,

   c. A statewide public information program to inform the public about the training opportunities available, and

   d. A planning grant has been awarded to develop a study of personnel services at area vocational-technical centers. This study will include aspects related to recruitment and retention of disadvantaged students.

3. The response to the recommendation that "... area vocational-technical centers determine why individuals drop out...before completing their training program..." indicates that activities in 2 above, and responses already listed under other recommendations, will provide this information.

4. The response to the recommendation that "area vocational-technical centers improve programs for upgrading...staff performance...in the use of remedial methods and techniques for working with disadvantaged students..." indicates the following activities:

a. The establishment of one individualized manpower training system on a pilot basis,

b. Staff development activities have been implemented to train personnel in the selection and application of instructional material to meet individual needs, and

c. Area personnel have attended workshops on developing individualized learning packages and other curricula.

Note: Learning Resource Centers for Individualized Instruction are being established in additional schools.

C. The following four recommendations pertain to high school vocational-technical programs for the disadvantaged:

1. The response to the recommendation that "high schools develop realistic goals and policies relevant to the occupational needs of disadvantaged students indicated the following:

   a. The four original exemplary projects were designed to serve the disadvantaged and are providing information needed to develop realistic goals,

   b. The Vocational Division staff are assisting local educational agencies in developing goals and policies,

   c. Local personnel have participated in workshops to develop programs for the disadvantaged,

   d. Curriculum guides and other materials have been disseminated, and

   e. Several other related activities are listed.

   Note: Not answered is whether or not high schools are beginning to develop goals and policies for serving the disadvantaged student.

2. The response to the recommendation that ". . . high schools become committed to recruiting disadvantaged students, including those that have interrupted their education into vocational-technical programs. . ." gives the following information:

   a. The 1970 Legislature mandated that District Boards provide education for persons under 19, whether in or out of school, that they actively recruit youth no longer in school, and that Districts provide offerings in at least five vocational areas on a year-round basis, and

   b. School Boards have established such programs, or have entered into an agreement for the community college to provide these programs.

3. The response to the recommendation that ". . . high schools use learning potential tests for guidance purposes only and not as screening devices. . ." states that "a limited number of school districts are utilizing work evaluation units to determine student interests and capabilities. . ."

4. The response to the recommendation that ". . . high schools serve as referral agencies in arranging for their disadvantaged students to receive basic health care that is not provided by parents or guardians. . ." gives the following information:

a. The four original exemplary programs are providing data in the area of health care and rehabilitative services,

b. The Vocational Division has developed a preliminary bulletin to assist in identification of problems affecting learning of the disadvantaged,

c. The Vocational Division staff encourages local agencies to identify services available to the disadvantaged and handicapped and to refer students to the appropriate agency, and

d. Local educational agencies are required to establish local councils for the education and rehabilitation of the handicapped. These councils have responsibility of referring clientele to appropriate agencies for treatment of handicapping conditions.

Note: These leadership activities are no doubt helpful to local districts and schools, but response does not deal directly with the recommendation, at least not in terms of "what are the high schools actually doing."

D. The response to the recommendation that "training programs for blue-collar technicians, skilled and semi-skilled trades be expanded; and that semi-professional, white-collar technicians and clerical training be continued at the present level. . ." indicates that this is being done.

E. The response to the recommendation that "minority groups be recruited into clerical, skilled, and semi-skilled trade programs. . ." indicates specific data on recruitment into programs is not available, but based on the number of minority group persons provided training (1970-71 was 97,295) it is a reasonable assumption that a representative number of minority persons are being recruited.

F. The response to the recommendation that ". . .an updated Directory of Vocational Curriculums be furnished on an annual basis to all industries listed in the Directory of Industries or as listed in some other appropriate directory. . ." indicates that two directories are being prepared; and when completed, will be available to various industries of the State.

Note: These could be valuable to business, industry, and program graduates, and it is hoped that "will be available" means that they will be distributed in some systematic manner.

G. The response to the recommendation that ". . .alternate quarter-study, quarter-work or semester-study, semester-work, cooperative programs be expanded in the post-secondary occupational programs. . ." indicates 15 community colleges have programs and eight have indicated plans for starting programs at some future date. All area vocational-technical centers have some type of cooperative program.

H. The response to the recommendation ". . .that resources be provided for developing and implementing a comprehensive, intensified, public information program. . ." indicates the following activities:

1. The production and distribution of TV commercials,

2. The distribution of the brochure, "Your Tomorrow," and

3. Production of three displays for use at career fairs, expositions, etc.

I. The response to the recommendation that ". . .each District School Board and Junior College Board of Trustees organize a general advisory committee for occupational education. . ." indicates that some have them and that Division staff members are urging others to follow suit.

Goal III: Evaluation Should Focus on the Extent to Which Council recommendations have received due consideration.

The following six recommendations were made in the Fy 1970 Annual Report and were re-submitted in the Fy 1971 Report.

A. The response to the recommendation " . . .that the continued development and implementation of a total Management Information System for Vocational-Technical Education be given highest priority. . ." indicates the following:

1. The development of an "adequate and appropriate" MIS continues to be a high priority item,

2. Information on students and teachers is incorporated in the System, and

3. A placement and follow-up instrument is being tested, and information from selected centers and districts will be placed in the System in 1972-73.

B. Response to this recommendation was covered previously.

C. The response to the recommendation ". . .the problem of facility funding. . .be given attention at the earliest possible date. . ." indicates the following:

1. The Vocational Division, annually, since 1967-68, has prepared a Legislative Capital Outlay Budget for area vocational-technical centers on a six-year basis,

2. To date, annually the only funds for area centers have been Federal and the allotted portion of the Higher Education Bond Funds,

3. Since 1965, available dollars for construction have decreased annually,

4. The decrease is due to categorical requirements of the 1968 Amendments and annual decrease in the allocation of Higher Education Bond Funds for area center construction, and

5. The need for facilities, particularly at high schools, has consistently been brought to the attention of appropriate legislative committees.

D. This recommendation dealt with the need for a comprehensive counseling and guidance program, and the response has been covered in responses to earlier recommendations.

E. The response to the recommendation that ". . .a systematic program for updating of vocational-technical education teachers in the technical phases of the occupation being taught. . . ." indicates as an example, for industrial education, that 14 institutes for 266 teachers were held last year, and 11 institutes for 181 teachers are planned for 1972.

F. The response to the recommendation that ". . .courses be restructured into sequential levels—sometimes referred to as laddering. . ." indicated the following:

1. Appropriate staff are developing a program of sequential course offerings, commonly called, "the laddering approach" which will be published in the **1972-73 Accreditator**, however,

2. Licensing requirements in certain occupational areas do not recognize this approach and,

3. Any action by the Division to suggest changes in licensure would involve many factors other than State licensing agencies.

Note: While the above action is commendable and encouraging, the recommendation was made because it was felt that licensing requirements in some areas may need to be examined; and if it is found that they do not serve the public interest, then leadership is needed to bring about appropriate change.

II. After additional study and deliberation, the Council submits for continued emphasis and additional consideration the following recommendations which were contained in its Fy 1971 Annual Evaluation Report.

A. The Council recommends that the continued development and implementation of a total Management Information System (MIS) for Vocational Education be given high priority (Appendix A-5, 1970, 1971 Annual Reports).

The MIS has been developed and partially implemented. No doubt, limited resources have been a constraint to full implementation, however, few states have made equal progress. Two shortcomings that should receive additional consideration are the (1) lack of linkage with industry and employment offices and (2) the apparent lack of coordination and integration with other management information systems within the Florida Department of Education.

B. The Council recommends that resources be provided for developing and implementing a comprehensive public information program for vocational-technical education (Appendix B, Fy 1971 Annual Evaluation Report).

A public information program that is coordinated statewide which utilizes the expertise of appropriate specialists and involving persons representative of education, industry, labor, and business, can help to develop positive attitudes about vocational and technical education.

C. The Council recommends that each district school board and community/junior college board of trustees have an organized and active general advisory committee and appropriate program advisory committees for vocational and technical education (Fy 1971 Annual Report).

Florida State Board of Education Regulations 6A-6.88 and Community Colleges Regulation 6A-8.571 provide that general Advisory Committees for occupational education may be appointed ". . .to advise the board on the development, operation and evaluation of the occupational programs offered." Additionally, the rules and regulations of the U.S. Office of Education (Subpart A, Section 102.4(e)(2)) require that "The program of instruction shall be developed and conducted in consultation with employers and other individuals or groups of individuals (such as local advisory committees) having skills in and substantive knowledge of the occupations or the occupational fields included in the instruction."

D. The Council recommends that the problem of funding facilities for vocational and technical education be given attention at the earliest possible date (Appendix B, Fy 1970 and 1971 Annual Reports).

Lack of facilities is a major constraint preventing enrollment of the 60 to 80 percent of the high school students who should be enrolled in vocational and technical programs.

APPENDIX A

SUMMARIES OF EVALUATION RESEARCH STUDIES

This section contains summaries of five evaluation research studies of specific components of the Florida Vocational Education Program conducted for the Council under the direction of Dr. Richard H.P. Kraft, Associate Professor, Department of Educational Administration, Florida State University. Each summary was prepared by the research associate immediately responsible for the study summarized.

The Council's evaluation committee has reviewed each study carefully and utilized selected findings freely in the preparation of the first two sections of this report. Findings, recommendations, and points of view stated in each completed study, or in these summaries, represent the professional judgement of the researchers, and therefore, do not necessarily represent the position of the Council.

Copies of each study will be sent to members of the State Board for Vocational Education, the Florida Commissioner of Education and selected persons in the four divisions of the Florida Department of Education, community/junior college presidents, area vocational-technical education center directors, district school superintendents, and district vocational educational administrators. Single copies are available from the Council office and will be distributed to meet individual request until the limited supply is depleted.

Appendix A-1

An Evaluation of the Florida State Plan
For the Administration of Vocational Education

In order to determine the extent to which Florida's State Plan for the Administration of Vocational Education complies with the requirements of the Amendments to the Vocational Act of 1963 and pertinent federal regulations codified in "The Code of Federal Regulations," an evaluative review of Parts I, II, and III of the State Plan was performed. "The Code of Federal Regulations," updated and current as of December 6, 1971, and the document, "The guide for the Development of a State Plan for Administration of Vocational Education Under the Vocational Education Amendments of 1968 (U.S. Office of Education)," were used as guidelines in performing this evaluation.

In addition to a technical review of the required provisions of the Florida Plan, special emphasis was placed on the goals of the Florida State Advisory Council on Vocational and Technical Education which suggests that evaluation should focus on the State's goals and priorities as set forth in the Plan. In this regard, consideration was given not only to the technical requirements of the Plan but also to the clarity of language and presentation within the limits allowed by Federal Regulations.

It was found that the State Plan dutifully acknowledges the criteria established by the Federal Government. Much attention is devoted to topics concerning the disadvantaged, handicapped, unemployed, vocational needs, and new and emerging vocations. Nevertheless, it is impossible or, at best, very difficult to determine from the State Plan how the competing needs are to be weighted and priorities established, how evaluations are to be conducted and supporting data gathered, and, finally, how these priorities are to be integrated with the other required information and evaluations into a statewide program of vocational and technical education.

Major recommendations which evolved from the study are:

I. It is recommended that Part I of the Plan be reviewed in order to increase compliance with federal law, and regulations promulgated thereunder.

   A. The technical legal deficiencies identified in this evaluation should be corrected.

   B. The areas of ambiguity identified in this evaluation should be reviewed and modified in accordance with Federal Regulations and Board Study

II. It is recommended that Part I of the Plan be revised through the exercise of appropriate discretionary authority in order to increase its usefulness as a planning document.

   A. Each section of the Plan should be reviewed for the possible inclusion of guidelines in addition to the minimum required for compliance.

   B. Special attention should be given to the revision of the following key sections:

      1. Sections 1.10C and 1.10D should be revised in order to insure that the procedure for identification of areas of concentration of specific populations (i.e. high unemployment, economically depressed, and school dropouts) are correctly established.

2. Section 3.15, Vocational Needs of Groups to be Served, should be revised in order to insure that appropriate consideration is given to the specified population groups.

3. Section 3.26-1 should be revised in order to insure that "new and emerging manpower needs and opportunities" are properly emphasized

4. Section 3.26 and 3.27 (i.e., determination of priority of local applications) should be revised in order to clearly reflect the established State goals and to identify the relative priorities among these goals.

III. It is recommended that in Part II of the Plan labor supply and demand data be compiled using as many sources as possible in order to provide valid data on job opportunities and manpower needs for planning purposes.

A. Specific recommendations for the preparation of the labor supply and demand table include:

1. Other sector output should explicitly consider private school production.

2. Occupational and geographical mobility coefficients should be included.

3. High and low supply and demand occupations should be identified according to specific geographic areas of the State.

IV. It is recommended that the reliability and validity of data in Parts II and III be examined in light of the instruments or techniques used for gathering the data. Similar types of data should be consistent within the State Plan for a given year and between State Plans for successive years.

V. It is recommended that in Parts II and III of the Plan, new and/or expanding programs for secondary, adults, and handicapped persons be identified as to their geographical location in the State, especially areas identified as depressed.

Appendix A-2

Benefit-Cost Comparison of Vocational Education Programs

The purposes of this study were fourfold: (1) it developed a methodology for conducting a statewide benefit-cost analysis of vocational education programs in Florida; (2) it examined, compared, and analyzed the public and private (individual) benefit and cost aspects of four vocational education programs in Florida; (3) it compared and analyzed the public and private benefit and cost aspects of students who attended vocational education programs while enrolled in day high school (secondary students) and students not enrolled in day high school (non-secondary students); and (4) it generated formulae which resulted in the development of a model for predicting investment returns of vocational education programs.

Incorporating existing program cost data with data collected by means of student follow-up questionnaires, this study consisted of four principal phases.

In the first phase four vocational education programs—auto mechanics, air conditioning and refrigeration, practical nursing, and cosmetology—located at area vocational centers in four designated geographical regions of Florida were selected.

In the second phase methodologies for determining program benefits, cost, and benefit-cost ratios were developed. Criteria and algorithms for measuring benefits relative to labor market performances were developed. Costs were determined by algorithms based upon a student's length of time in attendance in the program. Benefits were then linked to costs in the form of discounted benefit-cost ratios. The discounted benefit-cost ratio was a number which indicated the percentage rate of return on investment in vocational education programs.

In the third phase historical benefit-cost profiles for each of four vocational programs, and for secondary and non-secondary students in all programs were constructed. The benefit-cost profiles were then analyzed and compared between vocational education programs, and between secondary and non-secondary students.

In the fourth phase the procudures and data used in constructing the historical benefit-cost profiles were incorporated into a benefit-cost planning model which enables projection of benefit-cost ratios into the future.

The more cogent findings of this study were as follows:

1. On both public and private investments, the air conditioning and refrigeration program had statistically significant higher rates of return than did either the auto mechanics, practical nursing or cosmetology programs. Among the latter three programs, however, there were no significant differences in rates of return on investment.

2. There were statistically significant differences in rates of return on investment between secondary and non-secondary students. On both public and private investments, non-secondary students had higher rates of return that did secondary students.

3. On the average, student costs of vocational education were greater that public costs. Student costs represented about 60 percent of the total cost of education

The benefit-cost profiles which were constructed indicated that private rates of return from investment in each of the four vocational education programs were positive and significant. Therefore, it was concluded that investment in these programs was economically profitable both to society (public) and to the individual (private).

Appendix A-3

The Role of Florida Vocational-Technical Education In Providing Services for the Handicapped

Objective: The purpose of this study was to investigate the role of vocational-technical education in providing services for the handicapped. Objectives included: (1) the determination of types of handicapped served; (2) kinds of service provided by vocational-technical training unique to certain types of handicapped; (3) examination of types of vocational training unique to certain types of handicapped; (4) notation of specific vocational-technical education programs in the State of Florida that have been particularly successful ,with the handicapped; and (5) notation of extramural agencies and services that aid vocational-technical education in the rehabilitation of the handicapped.

Methodology: Interviews were held with selected personnel of the Florida Vocational-Technical education state and local staff, to determine philosophy, policy, and law concerning the handicapped; types of handicapped served; range of services offered; number of handicapped served and auxiliary services provided by other agencies.

Key findings and conclusions: There is evidence of much effort on the part of vocational-technical education in providing services for the handicapped. Vocational-Technical education personnel involved appeared well trained, dedicated, and concerned with the challenge of providing services for the disabled. However, problems do exist. A problem often cited was that of apprehension on the part of the vocational-technical instructors toward having the handicapped in their class.

A lack of joint planning among agencies was another problem reported. A third problem evidenced was the hesitancy of school personnel to accept new programs. An additional concern of the part of State staff was the under-utilization of consulting services available. The handicapped group receiving the least attention from vocational-technical education appeared to be the emotionally distrubed and socially maladjusted.

Appendix A-4

Expectations and Satisfactions of Parents And Students With Vocational-Technical Education

The purpose of this research was to study the expectations and satisfaction of parents and students toward occupational education. Specifically, the study compared the expectations and satisfactions of students enrolled in programs in junior high schools, traditional high schools, vocational-technical centers and community colleges, and parents.

Three major points were examined by the study. These were:

1. Differences in the expectations and satisfactions between students in each of the four types of schools.

2. Differences in the expectations and satisfactions between parents of children in junior high schools, high schools and vocational-technical centers.

3. Differences in the expectations and satisfactions between parents and students.

Information derived from the study can be used as a basis for further analysis of vocational-technical education programs and as additional input required in making adequate decisions concerning occupational programs. Parents and students need to be included in the decisions made by professionals and other concerned laymen.

A research instrument was constructed to obtain the necessary information required for the study. It consisted of questions with fixed response alternatives, items to be scored according to their importance to education, and it was designed to allow parents and students to furnish additional information which they consider to be important to the study.

Three of the five geographic supervisory areas were randomly selected. From each area, one junior high school, high school and vocational center were selected. Additionally, three community colleges were also chosen. The instrument was distributed to a representative sample of students and parents.

The findings of the study indicated the following: Traditional American high schools are not satisfactorily meeting the expectations of parents or students. To a lesser extent this is true of the junior high school. It should be noted, however, that each of the three schools classified as junior high schools in the study (eighth grade students) had moved to a concept of a middle school. Perhaps this had some influence in the reactions of parents and students. To use a well-worn word, **relevancy** of the programs is a factor. The impressions gained while visiting each school fully support the findings of this study. In the vocational-technical centers there were few comments from students about what was wrong with the school. The students were involved in the program. This was not the case in the high schools. It was further reinforced by the added comments on the questionnaires by several high school students. While not neglecting the vocational-technical centers and their programs, there is a need, based upon the findings of this study, and supported by the critics of the American high school, to move quickly in overhauling the traditional schools, providing them with greater vocational guidance and other activities and facilities to meet the expectations of students and parents and provide them with a satisfactory program. This can only be done by bringing into the decision making processes of education those whom the process affects the most, students and parents.

Appendix A-5

Continued Evaluation of a Management Information System for Vocational-Technical Education

The MIS for Vocational, Technical and Adult education has been developed and partially implemented by the Office of Program Services, Division of Vocational, Technical and Adult Education. The lack of resources made the project difficult; however, there are very few states which have made equal progress. Additionally, because the majority of the planning has taken place at the state level, there has been an inadequate amount of involvement of persons from the local vocational-technical education centers and counties in addition to persons outside of the educational system. One of the shortcomings of the enrollment system is the lack of linkage with industry and employment offices. Perhaps if the planning of design and implementation was more participatory in nature the system would not be as isolated as it appears to be. However, some of this "isolation" may be reduced as the student placement and follow-up subsystem is developed.

At this point in development, "management" has not been provided with timely, relevant information for decision making, especially at the local agency level. The data which is available to the local vocational education centers and counties is inadequate to effect decision making or to fully evaluate programs and provides a minimum of information on which to base projections in planning future programs.

There is no evidence available to refute the apparent lack of effectiveness measures which should be a part of a supporting MIS. The analysis of data in regard to considering alternative strategies in meeting the objectives of the vocational, technical and adult education programs has been treated lightly. Additionally, there is no planned program to further the competency of local administrators in analyzing data received. In fact, a major shortcoming of the project is the lack of a long range implementation plan as evidenced by the dubious implementation date for the fiscal subsystem.

The Office of Program Services has put forth considerable effort in developing the enrollment system. Their efforts should be noted since the system is far ahead of most statewide programs. **The aforementioned shortcomings of the enrollment system are not intended as criticism, but as observations of an analysis for the purpose of improving the system.**

APPENDIX B

PUBLIC MEETINGS

One of the responsibilities of the Florida State Advisory Council on Vocational and Technical Education is to ". . . provide for not less than one public meeting each year at which the public is given opportunity to express views concerning vocational education."*

During March of 1972, the Council conducted public meetings in Cocoa, Miami, Tampa, Jacksonville, and Tallahassee. Each of these cities is located in a major economic area and population center and represents each of the Vocational-Technical Division's five supervisory areas. A Council committee was responsible for conducting each meeting and a different Council member chaired each meeting; however, the general format was the same for all meetings. In an effort to make the meetings interesting and meaningful to persons in attendance, to supply information to the Council, and to encourage dialogue, each county school board and community/junior college was requested to prepare a brief illustrated presentation that focused on:

1. The kinds of occupational education programs currently in operation
2. Enrollment and follow-up data
3. Funds being utilized—Federal, State and local
4. Unmet needs—high school and adult— and constraints that prevent implementation of programs to meet identified needs

The detailed planning for each meeting involved representatives of the county school board, the local community/junior college, the Department of Education, and the Council. A special effort was made to inform and secure the attendance and participation of the following:

1. Vocational-technical advisory and craft committee persons
2. Citizens concerned about vocational education
3. Local educators—especially deans, principals, guidance counselors, and instructors

The cooperation and assistance of persons representing local institutions was gratifying. The representatives were generous in the use of their time, they presented the requested information orally in the requested form and most submitted written reports, and all exerted effort to inform the local advisory committees and the lay public of the meetings.

From these meetings the Council has developed a better understanding of the public views and concerns about vocational education. However, in future meetings of this sort, the Council plans to involve larger percentages of lay citizens, particularly employers and members of vocational advisory committees.

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*Public Law 90-576, Part A, Section 104 (b) (3).

Table 1 summarizes attendance by category of persons attending public meetings conducted by the Council.

Table 1 – Attendance at Public Meeting

	Cocoa March 6	Miami March 14	Tampa March 17	Jacksonville March 23	Tallahassee March 28
Council Committee	5	5	7	11	6
VTAD Consultants	5	1	2	4	7
Local Community	41	444	106	106	56
Total Attendance	51	450	115	121	69

The concerns expressed by persons attending the five public meetings are synthesized below:

County School Board Staff

1. Lack of facilities and adequate equipment prevents increasing enrollments to meet students' demands.
2. Completion and follow-up information are difficult to obtain accurately.
3. Need to eliminate the stigma attached to vocational education.
4. Develop "career education" concept so that it will attract students of all ability levels.
5. Need curriculum geared to year-round education and continuous progress.
6. Additional vocational guidelines and services are needed.
7. Need more communication between instructors and industry and better public relations.
8. Adequate operational budgets are needed.
9. District boards should provide opportunity for vocational and technical instructors to spend at least one summer every three years in an industry related to their instructional area.

Community/Junior College Persons

1. Community colleges need equipment and facilities that are equivalent to those used in industry.
2. Need buildings for housing existing programs and for additional programs.
3. Additional counseling services are needed.
4. Need to establish liaison with industry.
5. Should provide for a systematic follow-up of students.
6. Need a better understanding of the system of evaluation of programs. Employment in the field of study seems to be a prime criteria and it is a very "narrow" criteria for total evaluation.
7. Advance funding for equipment, i.e., make Vocational Education Act funds available during 1972-73 for programs scheduled to begin in 1973-74.
8. Need special state funding for facilities and salaries for new vocational-technical programs.
9. Full funding of vocational education legislation passed by the 1970 Florida Legislature is needed.

Other Persons in Attendance

1. High schools need to provide merchandising courses for distributive education students.
2. Historically, the term "Vocational Education" has had a sitgma attached to it, and the name should be changed to career education or some other appropriate name.
3. Instructors in year-round programs periodically need released time for in-service education.
4. General education courses need to be more relevant to students' vocational interests.
5. Up-to-date equipment is needed.
6. All students need to learn employability skills.
7. Schools need to train additional major appliance repairmen.
8. Need additional vocational guidance personnel that are competent to perform career counseling.
9. Administrators need to accept vocational education.
10. Expand the use of cooperative programs.
11. Greater public awareness of the need for career training.

12. Need better communication between educators and employers.

13. High schools should be "comprehensive."

14. Continue efforts to implement the "Career-Ladder" concept.

15. Need additional health-related programs and instructional units.

16. University programs which prepare industrial arts teachers need to be evaluated and ways found to increase the supply of teachers in this field. Additionally, many industrial arts teachers need retraining to use new methods and content, and additional supervisory personnel are needed at the state and district levels.

17. Communication between public and private education agencies needs to be improved and duplication of programs assessed.

18. There should be more involvement of craft and advisory committees in the vocational-technical schools.

19. More inservice teacher education for working with disadvantaged students is needed.

20. Vocational education must be part of the total educational picture, and it must be an equal partner.

APPENDIX C

A POSITION STATEMENT RELATING TO THE DIVISION OF VOCATIONAL EDUCATION

Introductory Statement

The Florida State Legislature in its adoption of the "Vocational Education package" in 1970, and in the passage of supplemental legislation in 1971, has strongly supported a widely held belief that many major social problems are due in part to the failure of education to relate learning to the needs and problems of the individual, particularly as they relate to earning a living. Education has been more concerned with the procedures and maintenance of education institutions than it has with the problems of the individual. An interesting analogy is found in the comment that the educational bus does not stop at the corner where those congregate who have not readily adapted to the established patterns of educational institutions. Dropouts and pushouts are not overly welcomed back into the mainstream of education.

The normally accepted goals of education; namely,

1. The need for an educated citizenry in a democracy,
2. The need to transmit and enrich the cultural heritage of society,
3. The provision for social adjustments to enable individuals to live in an orderly fashion, and
4. The development of skills for making a living,

all point up the necessity for education to focus on the individual rather than on procedure. The fourth goal has been neglected in part because it does not fit readily into mass procedures which education has attempted to use in achieving the first three goals.

The efforts to eliminate the Division of Vocational-Technical Education appear to include some elements of continuing an emphasis on structure and procedure rather than an emphasis on serving the individual. In fact, the continuance of the Division of Vocational-Technical Education in the organizational pattern of the Florida Department of Education would serve to retain one Division concerned with function as contrasted with the grade level interest of the other Divisions. Vocational education is not a K-12, community college, university, or adult program. Vocational education is a function which reaches out to serve the individual when he requires services that will enable him to support himself adequately in a competitive society.

Structure of the Division of Vocational-Technical Education

The Council does recognize that some changes may enable the Division to serve its board constituency more adequately and to cooperate more efficiently with the various educational institutions. The following suggestions are made in a spirit of cooperation and with due recognition for the accomplishments of the Division in carrying out the mandates of the legislature and the State Board for Vocational Education.

I. Goals of the Division: The goals of the Division should continue to place increased emphasis on making it possible for each individual to receive career information, orientation, and occupational training and re-training, which is realistic in the light of his needs, abilities, and aspirations. Implementation and the accountability for implementation is the province of the educational institutions. Instead of uniformity in the delivery of these educational services, diversity of implementation should be a major concern of the Division.

II. Functions of the Division: The Division should be concerned with exercising leadership in performing three basic functions: administration, coordination, and evaluation:

A. The administration function should include the implementation of state and federal policy; fiscal, statistical and planning activities; reporting; and internal management.

B. The coordination function should be concerned with promoting smooth, effective interrelationships among the institutions which are delivering occupational training services with respect to program development, curriculum, teacher-education, research, facilities, and equipment. The major goal should not be regulation, but rather the elimination of costly duplication.

C. The evaluation function is of primary importance because public funds, both state and federal, are used to support vocational education. The Division should be primarily concerned that these funds are used for the purpose for which they are appropriated, and further are used to provide quality vocational education at costs that are commensurate with the results obtained.

III. Definition and Distribution of Responsibilities: The Division, as an instrumentality which causes vocational and technical education to occur, should define its responsibilities and the responsibilities which it shares with the educational operating units that are charged with delivering services to the individual. The implementing agencies must be able to operate with confidence and assurance. The coordination of these responsibilities and the necessary assistance to appropriate operational divisions, with regard to assignment of responsibility to educational institutions, should be a function of the Division of Vocational-Technical Education.

The institutions of higher education, including the community colleges, through an expanded program of pre-service and in-service teacher education, should provide services to teachers in program planning, curriculum development, evaluation and teaching methods. These activities should be coordinated through the appropriate Divisions by the Division of Vocational-Technical Education.

The other Divisions of the Florida Department of Education; namely, the Division of Elementary and Secondary Education, the Division of Community Colleges, and the Division of Universities should make provisions for appropriate insights and understanding of vocational and technical education among their personnel. These provisions should provide for effective liaison between the respective Division and the Division of Vocational-Technical Education.

Evaluation, as a function of the Division of Vocational-Technical Education, should be undertaken with appropriate assistance from ad hoc committees of experts and the accreditation agencies.

Recommendation

The instrumentality of vocational and technical education should be retained in the Florida Department of Education at a Division level for the following reasons:

1. State and federal legislation mandate a series of functions that must be carried out with appropriate authority and expertise.

2. The momentum in vocational-technical education, as currently being implemented, requires a continuing emphasis and direction if present gains are to be effectively integrated into the entire educational system.

3. Future trends in education may see an educational reorganization which places more emphasis on function and less on structure. The retention of the Division of Vocational-Technical Education in the Florida Department of Education could serve as a catalyst to achieve more harmony in educational administration, wherein function, which recognizes ivdividual needs and problems, can take its rightful place with procedure as a basis for State administration of education.

Finally, the Council recognizes that there have been problems between the Division of Vocational-Technical Education and Divisions that represent institutions through which vocational-technical programs must be implemented. These primarily have been human problems that occur in any activity in which some sharing or responsibility exists. The solution is not found in eliminating one of the Divisions, but rather in defining and distributing the responsibilities in a manner that will bring about desired results.

January 1972

APPENDIX D

A POSITION STATEMENT RELATING TO CAREER EDUCATION

Introductory Statement

Career Education has become the dominant focal point in American Education. A former U.S. Commissioner of Education has stated, "Career Education is not a major Office of Education priority in name only, a paper goal; career education is the major objective of the Office of Education at this moment in time and will remain so for the foreseeable future." Thus, it would appear that the Federal leadership in education is determined that the concept of career education shall be a current and a continuing force in the educational institution.

The concept of career education was born out of a feeling of a need for change. Though the struggle in education between things academic (college entrance) and things vocational (occupational oriented) had a part in bringing career education to the forefront, the major force appears to be the failure of the general education program which served as a melting pot for the majority of high school students. General education has long been condemned as a watering down of the academic subjects which served to prepare students neither for further education nor for a successful transition into an adult society. The majority of students were separated or graduated from school without an understanding of their basic challenge, namely life and how to live it.

The Problems

1. Career education, as initially proposed, was neither defined nor limited by specific guidelines. In the tradition of American education, it was suggested that the states and local school districts set in motion experimental and developmental programs out of which would come an implementing structure for career education. Though this approach is fundamental in a democracy, it does result in a wide diversification of actions that lead to misunderstanding and, in some cases, attacks on tangential actions that tend to divert public attention away from the basic thrust of the career education concept.

2. Career education has become entwined with vocational education to such an extent that it is frequently impossible to separate them. The financial support for research and experimentation in career education at the Federal level, and to some extent at the state level, has been secured mainly from vocational education appropriations. Consequently, responsibility for management of these programs has been by vocational educators. The leadership in conferences, discussion groups, and the preparation of papers and statements concerning career education, has been influenced to a great extent by vocational educators. The leadership and consultant services for a series of exemplary programs funded by the U.S. Office of Education has been provided by the Center for Vocational and Technical Education at Ohio State University. Though these actions are commendable in themselves, they do tend to develop a public and professional belief that career education is an attempt to vocationalize the education system.

3. In some circles, career education is seen as an effort to limit the availability of college and university education. Some minority groups believe that career education as currently designed can only lead to reenforcing the point that minorities should continue to be prepared for the menial work in society. From these mistaken notions, various groups find disastrous implications for the members.

The Position of the Council

The Council believes that the career education concept can make a significant contribution to American education. In taking this position, the Council describes career education in the following manner:

1. Career education is a total concept or philosophy of education rather than a program or a series of activities. Therefore, it is not a synonym for vocational education, occupational guidance, or general education.

2. Career education does not conceive of academic and vocational education as being competitive but rather as complementing each other and being comingled, one with the other in practice.

3. Career education requires a massive change in the curriculum including subject matter, teaching techniques, guidance, facilities, equipment and administration. This change is reflected in the curriculum through the introduction of life as it is lived in our society as the focal point in teaching. Knowledge, attitudes, and skills are taught in relation to their use by the individual as he functions in and serves society.

4. Career education is committed to the preparation of students for the world of work whether the career be professional or vocational. This commitment embodies a concern for the successful employment of students upon completion of the institutional phase of their education. Career education, therefore, considers job preparation and job placement as integral parts of the educational process.

5. In making these changes in education, community interests will not only serve as advisors and counselors to educators, but also these same community interest will be directly involved with students in the learning process.

6. Career education should:

   a. Motivate students by bringing realism and understandable goals into the educational process.

   b. Align education at all levels with the community and with the individual's role in the community.

   c. Bring all institutions of society, both public private, into a coordinated role in education through the sharing of resources and manpower for planning and implementing a career concept in education.

   d. Create an understanding of and and appreciation for the contribution of the careers that different individuals pursue.

   e. Make meaningful as a complete whole the divergent subject matter that composes the education of each student.

   f. Develop an awareness among students that education is fundamentally a search for meaning in life.

Career education conceived in these terms has the wholehearted support of the Council.

November 1972

APPENDIX E

A MODEL PROGRAM FOR DISADVANTAGED URBAN YOUTH*

Description: A project entitled "An Exemplary Model for a Total Ecological Approach To Non-Graded Vocational Programs In Separate Vocational Centers" began on July 1, 1970.

The major purpose of the project was to establish non-graded vocational programs for ecologically disadvantaged urban students 13-1/2 to 18-1/2 years of age in four metorpolitan areas of Florida.

Product Objectives: Specifically, product objectives were to:

1. Improve attitudinal interaction of the student with his environment.
2. Improve academic achievement of the student.
3. Develop occupational skills of the students.
4. Develop or improve methods, techniques, skills and attitudes of the teacher to effectively teach disadvantaged students.

Procedures: Processes relevant to the establishment and operation of the exemplary vocational model included developing criteria to identify and select students; identifying instruments to measure design variables; securing and adapting instructional materials which link vocational and academic subject matter to meet individual needs of students; and developing instruments to assess in-service preparation of teachers and supportive staff to work with disadvantaged students.

Process Objectives: Specifically, process objectives for the exemplary program were to provide:

1. A broad occupational orientation at elementary and secondary school levels to increase student awareness of the range of options open to them in the world of work.
2. Work experience, cooperative education and similar programs, in addition to those currently available, making possible a wide variety of offerings in many occupational areas.
3. Intensive training in specific job entry skills for students just prior to the time they leave school.
4. Intensive occupational guidance and counseling during the last years of school and for initial placement of all students at the completion of their schooling.

Procedures: Processes relevant to the exemplary vocational program included developing linkages between components of the educational system and the community so that making an occupational choice and learning the necessary job attitudes and skills was a continuous process for the student, involving his parents and community and making available a wide variety of occupational programs, using innovative instructional techniques, and training youths for job entry skills; and developing innovative approaches to guidance, counseling and placement of students.

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*This description was prepared by the Bureau of Research and Evaluation, Vocational Division, Florida Department of Education.

Results and accomplishments: Evaluation of the program was conducted by University of West Florida personnel. The design consisted of assessing product and process hypotheses developed to determine effectiveness of the program. Conclusions drawn from the analysis of data indicate:

A. Students enrolled in the exemplary programs as compared to students in traditional academic programs can expect to:

   1. Learn more entry level manipulative-type job skills for employment.

   2. Achieve equally well in reading skills, communication skills and mathematics skills.

   3. Demonstrate more positive attitudes toward: school, peer relationships, work and family.

   4. Demonstrate equal rates of school attendance and higher rates of school dropout.

   5. Receive and pursue more instruction in vocationally related courses.

   6. Receive more individual and group counseling.

   7. Express an interest in an occupational choice.

B. Students attending exemplary programs can expect to experience fewer confrontations with law enforcement agencies during their first year in the exemplary program than they did during the year prior to entering the program.

C. Teachers in the exemplary program can be expected to utilize different teaching techniques to the same degree as teachers in academic-type programs. While they can be expected to use individual instruction consistent with the purposes of the exemplary program, they can be expected to use other techniques with the program. Teachers in both groups can be expected to exhibit difficulty writing performance objectives.

Recommendations which were drawn from data collected through infomal observations were:

1. Development of curricula and instructional materials should be completed before instruction begins.

2. Staff development programs should include additional techniques in instructing disadvantaged urban students.

3. Several occupational areas should be strengthened by additional courses; e.g., distributive education, ornamental horticulture, child day care, health related occupations, etc.

4. More cooperative type programs should be offered.

5. Vocationally related clubs should be organized.

6. Recruitment of dropouts should be emphasized. These should be placed in the intensive skill development courses.

7. Special effort should be made to articulate with other educational institutions; i.e., area vocational technical centers, regular programs, etc.

8. Placement services should be available.

APPENDIX F

A MODEL K-12 CAREER DEVELOPMENT PROGRAM*

A Model Career Education Program entitled "A Comprehensive Vocational Education Program for Career Development in Grades K-12" located in Orange County, was started in September, 1971.

The major purpose of the program is to develop a K-12 comprehensive education program focused on Career Opportunities and requirements for job entrance and advancement. Career development experiences serve as the vehicle for teaching basic academic skills to youth. Students in grades K-6 become familiar with careers, in grades 7-9 they explore a wide variety of occupational programs, and in grades 10-12 they will acquire job entry skills and make plans for continued education or entry into the world-of-work. The career education theme serves as a common thread to unify the education efforts at all levels. Criteria for the selection of activities to promote career development are based upon students' needs, abilities, insights, interests, and aspirations; environmental constraints; principles of the psychology of learning, and human growth and development.

The Program components are:

A. **Occupational Orientation**—Teachers in six elementary schools integrate an occupational awareness program into the existing curriculum to expand student familiarization and aspirations related to the personal and social significance of work.

B. **Job Clusters**—Teachers in three junior high schools are implementing a curriculum providing exploration and in-depth study of job families or clusters. Individual and group counseling is integrated into the curriculum.

C. **Job Skill Courses**—Courses designed to prepare students with entry-level job skills are introduced in the Curriculum at the ninth grade level. Courses for the development of more advanced job skills, including cooperative type programs and intensive job skill training are available in grades 10-12. Courses providing additional exploration in job clusters will be available for students.

D. **Occupational Guidance, Counseling, Cooperative Work Experience, and Placement**—Occupational Guidance and Counseling are integrated throughout the K-12 model. Cooperative work experience is available. Placement and follow-up services are provided to all students leaving or completing the Career Education Program.

The unique feature of this program is the comprehensive organization of a K-12 program around a Career Development theme which fuses programs and practices of vocational education with the academic curriculum, guidance program, and community resources. In short, the total school curriculum and community environment will be involved in the creation of a setting for students to acquire skills, knowledge, understandings, and attitudes necessary for career development.

The effort to infuse the curriculum with career development interests does not preclude concern for other important aspects of life. Rather, it is the recognition that all students need and seek help with career development and the assumption that efforts to demonstrate the relationship between courses of study and the world-of-work will make teaching of all subjects more relevant to students interests.

*This description was extracted from information furnished by the Bureau of Research and Evaluation, Vocational Division, Florida Department of Education.

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